SYNOPSIS IN THE FORM OF PDF

NAME OF RESEARCH SCHOLAR : MD NADEEM

CLASS ROLL NO : 4

MOBILE NO: 9508822412

EMAIL ID : nadim87169@gmail.com

NAME OF RESEARCH SUPERVISOR

DR. MIRZA RUHULLAH BAIG

ASSISTANT PROFFESSOR

DEPARTMENT OF EDUCATION

DDE.L N MITILA UNIVERSITY DARBHANGA

MOB NO : 8969151369

EMAIL ID : mrzrhllhbaig0311@gmail.com

Attitude towards 4-Year Undergraduate Program of Students and Teachers of the College under NEP 2020

Research Proposal

FOR THE AWARD OF THE DEGREE OF

[DOCTOR OF PHILOSOPHY]

IN

EDUCATION

UNDER THE FACULTY OF EDUCATION

In Supervision of

Dr. Mirza Ruhullah Baig
Assistant Professor
Department of Education,
DDE, L N Mithila University
Darbhanga

Research Scholar

Md. Nadim
PAT Roll No.: E2206032
Class Roll No.: 04

Submitted to

Head, Department of Education

L N Mithila University, Darbhanga

Introduction

Higher education is widely recognized as a driver of social and economic development, as it enhances both human and technical capabilities within a society. It plays a crucial role in the development of a country's human resources, equipping individuals with the skills and knowledge needed for success and improving overall living standards. Additionally, it contributes to economic development by supplying a qualified workforce for various economic activities and production processes. Governments and societies consistently work to expand and improve higher education in terms of both quality and quantity. In India, the Central Government has been striving to reform and enhance the higher education system through the formulation of appropriate policies. Currently, the third national education policy is in the implementation stage, with previous policies introduced in 1968 and 1986. The objective of these policies has been to align education with the current and future learning needs of the country. According to the All-India Survey on Higher Education 2019-20 report, India boasts one of the world's largest higher education systems, with a vast number of institutions and enrolments. The system comprises 55,165 institutions, including 1,043 universities, 42,343 colleges, and 11,779 standalone institutions, making it the largest system globally in terms of the number of institutions.

The Indian government has made numerous efforts, including the formation of different commissions, to enhance the quality and quantity of higher education in the country. However, despite these efforts, there are several challenges. Many higher education institutions in India struggle due to insufficient government funding, leading to limited resources and facilities. Disparities persist between urban and rural areas and among socio-economic classes, despite efforts to expand access to higher education. The quality of education provided by numerous universities and colleges is a concern, and graduates often lack the skills required for employment. The current education system in India often emphasizes memorization over critical thinking and creativity. It can be slow to adapt to changing societal and job market needs, resulting in a rigid and outdated curriculum. India also experiences a significant brain drain, as many educated individuals seek better opportunities abroad. There is substantial variation in the quality of educational institutions among states in India, highlighting the need for comprehensive reforms and increased investment in higher education to bridge these disparities and

promote overall development. One of the undisclosed aims of higher education involves consistently generating new knowledge to facilitate teaching and foster an enlightened society. This implicit directive anticipates faculty members at higher education institutions, particularly universities and advanced learning centers, engaging in ongoing research. This inherent expectation of perpetual research has brought recognition to numerous overseas higher education institutions and established their unique standing. India has a longstanding tradition of incorporating research into its higher education curriculum. The National Education Policy (NEP) of 2020, a groundbreaking development since independence, emphasizes the importance of research in higher education institutions. It acknowledges that academic research is a fundamental aspect of advanced societies' higher education systems. Research is essential for exploring new realms of knowledge, enriching teaching, fostering innovation, and addressing socio-economic challenges through public interventions.

The NEP introduces a landmark commitment to financing academic research, which is critical due to the lack of sufficient public and institutional funding, especially in areas such as arts, language, culture, society, and the environment. While exceptions exist in space, science, and technology, which receive substantial support from special-purpose institutions and private industries, other fields suffer from inadequate funding. Over the years, there has been a shift away from research towards a focus solely on postgraduate and doctoral studies in universities, leading many academic departments to abandon research. This trend has impacted the character of higher education, making it reliant on outdated teaching curricula for an extended period. Several factors contribute to the decline in research in higher education. India invests less than 1% of its GDP in research, far less than even smaller countries. Corruption in research grant allocation has also arisen due to limited public funding and an increasing number of research proposals. Furthermore, universities often prioritize their budgets for basic expenses like salaries and maintenance due to resource constraints. Research funding, when provided, tends to favour scholars with closer connections to authorities. Self-financing for research is rare due to highly subsidized fee structures, and corporate funding is mainly limited to science and technology projects, leaving socially relevant research themes neglected. To reverse this trend and rejuvenate research in higher education, the NEP outlines two significant initiatives: (a) developing research capabilities among faculty and fostering a research

culture in state universities and public institutions, and (b) establishing the National Research Foundation (NRF) to fund peer-reviewed research in all disciplines. The NEP also mandates integrating research into bachelor's and master's programs, with dedicated research time for master's students. Doctoral research is allowed only for those with a master's degree or a 4-year bachelor's degree with research experience. The NRF aims to provide equitable research funding across disciplines and implement transparent selection procedures.

4-Year Undergraduate Course as per NEP 2020

The National Education Policy (NEP) of 2020 proposes a four-year undergraduate program (FYUP) that offers students multiple entry and exit points. These options allow students to earn a certificate, diploma, and degree at the end of the first, second, and third years, respectively. The NEP emphasizes that the FYUP should provide students with a comprehensive and multidisciplinary education while also allowing them to focus on their chosen majors and minors based on their preferences (NEP 2020: 37). The FYUP is intended to be a degree program that incorporates a research component, requiring students to complete a rigorous research project in their chosen major. Advocates for this shift argue that it will align education more closely with the needs of the job market, offering opportunities for multidisciplinary work and fostering higher specialization during the four-year program. This approach aims to eliminate the rigid boundaries between subjects, granting students greater freedom to select their courses and potentially enabling lifelong learning.

In addition to these benefits, the NEP 2020 emphasizes certain prerequisites for the FYUP. It underscores the importance of faculty and institutional autonomy in determining curricula. Regarding pedagogy, the policy calls for increased emphasis on communication, discussion, debate, research, and opportunities for cross-disciplinary and interdisciplinary thinking. It encourages faculty members to create imaginative and flexible curricular structures that allow for creative combinations of disciplines and multiple exit options. The NEP also recommends the inclusion of projects and internships in the curriculum, focusing on issues such as community engagement, the environment, values, and global citizenship education. Implementing these projects and internships may require revising the credit system. Furthermore, the assessment system for the FYUP

should transparently and continuously evaluate each learning goal, discouraging rote learning.

The National Education Policy (NEP) 2020 in India proposes the introduction of a 4-year undergraduate program in higher education. Here are some key features of the 4-year undergraduate course as per the NEP 2020:

- **Flexibility:** The 4-year undergraduate program aims to provide students with greater flexibility and choice in their education. It allows students to explore a broader range of subjects before specializing in a particular field.
- **Multidisciplinary Approach:** The NEP encourages a multidisciplinary approach to learning. Students can take courses across different disciplines to develop a well-rounded education and diverse skill set.
- **Multiple Exit Points:** The program offers multiple exit points for students. After completing one year, students can receive a certificate, after two years, a diploma, and after three years, a bachelor's degree. This structure allows students to choose their level of commitment and exit the program with a recognized qualification.
- **Research and Critical Thinking:** The 4-year program places a greater emphasis on research, critical thinking, and problem-solving skills. This helps students develop a deeper understanding of their chosen field and prepares them for various career opportunities.
- **Integration of Vocational Education:** The NEP integrates vocational education and skill development into the curriculum, ensuring that students are not only academically prepared but also equipped with practical skills for the job market.
- **Holistic Development:** The program focuses on holistic development, including personal, ethical, and social development, in addition to academic and vocational skills.
- **Internships and Experiential Learning:** Students are encouraged to participate in internships and experiential learning opportunities to gain real-world experience and connect their learning to practical applications.
- **Emphasis on Indian Knowledge Systems:** The NEP promotes the study of Indian knowledge systems, languages, and cultures to provide a more comprehensive and culturally relevant education.

- **Assessment Reforms:** The assessment and evaluation methods are expected to be reformed to reduce the emphasis on rote memorization and encourage critical thinking and creativity.
- **Integration of Research:** The 4-year undergraduate program aims to integrate research and encourage students to engage in research activities, contributing to the creation of new knowledge.

Review of Related Literature

Sono, Manish. (2023) conducted research entitled Literature Survey on National Education Policy 2020 (NEP 2020) and Libraries. The major objective of the research is to find out the role of libraries in the implementation of the NEP 2020. The result of the study revealed that Libraries are an integral part of the policy, and the NEP 2020 recognizes the important role that libraries can play in promoting access to earning resources, building a culture of reading and learning, and supporting the development of critical thinking and creativity among learners. The NEP 2020 covers a wide range of themes and subthemes related to libraries, including inclusivity and equity, curriculum and pedagogy, technology, collaboration and networking, and infrastructure. By addressing these themes, the policy aims to promote the development of libraries as integral components of the education system in India and to promote access to learning resources, reading culture, and community learning through libraries.

Verma and Kumar (2021) researched India's New Education Policy 2020, where they closely analyzed it and suggested changes in university-level management practices. They believe that many higher education institutions lack the necessary infrastructure for comprehensive student development and research. To address this, they recommend an increase in government funding.

Srinivasacharlu, A. (2020) conducted a study on the attitude of PUC students toward four-year integrated B.Ed. programme. The main objectives of the study are to find out the attitude of PUC students who are future teachers as their attitude can play a significant role in the character building and development of students in the future to whom they are going to teach and in the successful implementation of four years B.Ed. Programme. A purposive sampling technique was employed to select the sample of ninety-six PUC students covering Arts and Science streamlines from four colleges in

Bangalore north. The survey method was used for the present study. For the present study, the researcher constructed the five-point attitude scale to measure the attitude of PUC students towards four years of integrated B.Ed. Programme. The investigator could not find any study about the attitude of PUC students toward four years of integrated B.Ed. Programme. Hence the present study is an attempt in this direction to investigate the attitude of PUC students toward four-year integrated B.Ed. Programme and teaching profession.

Joshi and Ahir (2019) discussed the challenges in India's higher education system, despite having numerous institutions and students. They identified six equity-related challenges, including gender, caste, location, religion, income, and employment prospects for graduates. They emphasized the need to improve the quality of higher education to compete internationally and proposed effective policy frameworks.

Sengupta (2019) focused on undergraduate research in India, advocating for research activities at the undergraduate level to prepare students for advanced research. She stressed the importance of involving senior faculty, external experts, and PhD scholars to guide undergraduate students, which has influenced the New Education Policy 2020 proposed by the Indian government.

Mallik (2017) delved into governance and management issues in higher education institutions in India. Her paper discussed the evolving roles of the state, market, and institutions, along with problems in appointing key decision-makers.

Significance of the Study

In India, the National Education Policy (NEP) 2020, recently introduced by the Ministry of Human Resource Development (MHRD), represents a significant overhaul of the education system. Its primary goal is to ensure high-quality education for everyone. NEP 2020 seeks to create a well-rounded, adaptable, and interdisciplinary education system that aligns with the demands of the 21st century. The policy is built upon key principles like accessibility, affordability, fairness, excellence, and accountability.

The significance of studying the attitude of students and teachers in college towards the 4-Year Undergraduate Programme as per the National Education Policy

(NEP) 2020 is crucial. Firstly, it helps in understanding how stakeholders perceive this new educational model, which can provide insights into its potential success or challenges. Secondly, by assessing attitudes, we can identify areas where students and teachers might need additional support or training to adapt to the changes brought about by the NEP 2020. This can lead to more effective implementation of the new curriculum. Furthermore, studying attitudes can help policymakers and institutions make informed decisions about the 4-Year Undergraduate Programme, ensuring it aligns with the needs and preferences of those it directly affects. Overall, examining attitudes is essential for the successful implementation and acceptance of educational reforms like the NEP 2020.

Another significant aspect of studying the attitudes of students and teachers towards the 4-Year Undergraduate Programme under NEP 2020 is its impact on the overall quality of education. If students and teachers have a positive attitude and are motivated by the changes, it can lead to increased engagement and better learning outcomes. Conversely, if there are negative attitudes or resistance to the program, it could hinder the effectiveness of the new curriculum and lead to challenges in its implementation. Understanding these attitudes can help in addressing concerns and improving the program to better meet the educational goals set by NEP 2020. Additionally, by analyzing attitudes, we can identify potential areas of collaboration and communication between students and teachers. This can foster a more constructive educational environment and enhance the overall educational experience for everyone involved.

Statement of the Problem

"Attitude towards 4-Year Undergraduate Program of Students and Teachers of the College under NEP 2020"

Operational Definition of the Terms

Attitude: In this context, attitude refers to the general disposition, beliefs, feelings, and opinions of both students and teachers in college toward the 4-Year Undergraduate Programme. It encompasses their overall perception, favourability, or resistance towards the program, including their willingness to engage with it and adapt to the changes.

Students: Students are individuals enrolled in a college or higher education institution pursuing undergraduate studies. In the context of this study, it includes those who are participating in the 4-Year Undergraduate Programme as per the guidelines of the National Education Policy (NEP) 2020.

Teachers: Teachers refer to the academic staff or educators employed by colleges or higher education institutions. They play a role in delivering the curriculum and guiding students through their educational journey, including the 4-Year Undergraduate Programme outlined in NEP 2020.

4-Year Undergraduate Programme: This term represents the specific educational framework established by the National Education Policy (NEP) 2020. It involves a four-year duration of undergraduate studies, different from the traditional three-year undergraduate programs, and incorporates various curriculum changes and pedagogical approaches as recommended by NEP 2020.

NEP 2020 (National Education Policy 2020): NEP 2020 refers to the National Education Policy adopted by the government of a particular country in this context. It outlines the educational reforms, objectives, and guidelines set by the government to enhance the quality and accessibility of education at various levels, including higher education.

Objectives of the Study

The objectives of the study are as follows:

i. To find out the attitude of the students towards the 4-Year Undergraduate Programme in accordance with NEP 2020.
ii. To study the attitude of the teachers towards the 4-Year Undergraduate Programme in accordance with NEP 2020.
iii. To find out the significant difference in attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 of the students with respect to gender, locality, and stream.

iv. To find out the significant difference in attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 of the teachers with respect to gender, teaching experience, and stream.

v. To identify the factors affecting the implementation of the 4-Year Undergraduate Programme in accordance with NEP 2020.

Hypothesis of the Study

The researcher has formulated the following hypothesis:

i. The majority of students will have a positive attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020.

ii. A significant proportion of teachers will express a favorable attitude toward the 4-Year Undergraduate Programme aligned with NEP 2020.

iii. There will be a significant difference in the attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 among students of different genders.

iv. There will be a significant difference in the attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 among students from different localities.

v. There will be a significant difference in the attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 among students from different academic streams.

vi. There will be a significant difference in the attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 among teachers of different genders.

vii. There will be a significant difference in the attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 among teachers with varying levels of teaching experience.

viii. There will be a significant difference in the attitude towards the 4-Year Undergraduate Programme in accordance with NEP 2020 among teachers from different academic streams.

Method of Research

A descriptive research design will be adopted for the present study. So, the researcher will use the survey method, in which the researcher himself collected data related to perception towards the 4-Year Undergraduate Programme in accordance with NEP 2020 through appropriate research tools from students and teachers of colleges.

Population of the Study

In this research, all the students and teachers of government colleges of Darbhanga district under L N Mithila University, Darbhanga will be considered the research population.

Sample

A total of 40 constituent colleges will be chosen for the study. Using a simple random sampling technique, 5 teachers, 10 boys, and 10 girls students from each college will be selected as a sample. Hence, 200 teachers and 800 students will be selected for the sample of the study.

Tools for Data Collection

For the data collection, the research will use the self-constructed Likert-type attitude scale for teachers and students of college and other tools as per the need of the study.

Statistical Techniques

In this research, analysis of the collected data will be done by mean, S.D., t-test, chi-square, and ANOVA.

Delimitation of the Study

i. The study is limited to colleges of L N Mithila University, Darbhanga.
ii. The present study is also limited to government colleges.
iii. This study is further limited to the students and teachers belonging to the 4-Year Undergraduate Programme in accordance with NEP 2020.

Chapterisation

The present study will consist of the following chapters:

i. **Introduction**
ii. **Review of Related Literature**
iii. **Research Methodology**
iv. **Data Analysis and Results**
v. **Summary and Conclusions**

Reference and Bibliography

AISHE. (2019-20). All India Survey on Higher Education. New Dehli: Ministry of Education, Government of India.

Aithal, P. S., &Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards Achieving its Objectives. International Journal of Management, Technology, and Social Sciences (IJMTS), 5 (2), 19-41.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77-101.

Chakrabarti, A. (2007). Higher Education and Research in India: an Overview. Helsinki: SITRA. Retrieved from ttps://www.sitra.fi/app/uploads/2017/02/raportti74-2.pdf

Gupta, T. (2014). Perception of Teachers on Commercialization of Higher Education in India. International Journal of Education and Psychological Research, 3(1), 75-77. Retrieved from https://www.academia.edu/11995629/Perception_of_Teachers_on_Commercialization_of_Higher_Education_in_India

Holloway, I., & Galvin, K. (2016). Qualitative Research in Nursing and Healthcare.

Jha, P., &Parvati, P. (2020). National Education Policy, 2020. (2020). Governance at Banks, Economic & Political Weekly, 55 (34), 14-17.

John Wiley & Sons. Aithal, P. S., &Aithal, S. (2019). Analysis of Higher Education in Indian National Education Policy Proposal 2019 and Its Implementation Challenges. International Journal of Applied Engineering and Management Letters (IJAEML), 3 (2), 1-35.

Joshi, K., & Ahir, K. (2015). The State of Higher Education Governance in India: A Perspective. In K. Joshi, & S. Paivandi, Global Higher Education: Issues in Governance. Delhi: B.R. Publishing Corporation.

Joshi, K., & Ahir, K. (2016). Higher Education Growth in India: Is Growth Appreciable and Comparable? Higher Education Forum, 13, 57-74. doi:10.15027/39940

Joshi, K., & Ahir, K. (2019). Higher education in India: Issues related to access, equity, efficiency, quality, and internationalization. Academia, 70-91. Retrieved from https://www.researchgate.net/publication/333561290_Higher_education_in_India_Issues_related_to_access_equity_efficiency_quality_and_internationalization

Kaurav, R., Suresh, K., Narula, S., & Baber, R. (2020). New Education Policy: Qualitative (Contents) Analysis and Twitter Mining (Sentiment Analysis). Journal of Content, Community & Communication, 12, 4-13. doi:10.31620/JCCC.12.20/02

Koligudde, C. (2014). Governance of Higher Education in India. International Journal of Social Science and Humanities Research, 2(3), 245-250. Retrieved from ttps://www.researchpublish.com/upload/book/GOVERNANCE%20OF%20HIGHER%20EDUCATION%20IN%20INDIA-559.pdf

Kumar, K., Prakash, A., & Singh, K. (2020). How National Education Policy 2020 can be a lodestar to transform future generations in India. Journal of Public Affairs, 20 (4), e2500. https: //doi.org/10.1002/pa.2500

Malik, G. (2017). Governance and Management of Higher Education Institutions in India. National University of Educational Planning and Administration. New Delhi: Centre for Policy Research in Higher Education. Retrieved from http://cprhe.niepa.ac.in/sites/default/files/ReportFiles/CPRHE%20Research%20Paper%205_%20Governance%20and%20Management%20of%20HE_GM.pdf

National Education Policy (2020). Ministry of Human Resource Development, Govt. of India. https://www.education. gov. in/sites/upload_files /mhrd/files/ NEP_Final_ English_0.pdf.

Phulari, S., Pawar, A., Pal, S., & Singh, A. (2022). Perception of Teachers in Policy 2020. International Journal of Advanced Research in Science, Communication and Technology, 2(5), 20-26. doi:10.48175/IJARSCT-3554

Sengupta, A. (2019). Improving Research in India: Introducing Undergraduate Research in Higher Education. Mumbai: Observer Research Foundation. Retrieved from

https://www.orfonline.org/wpcontent/uploads/2019/02/ORF_Issue_Brief_277_Undergrad_Research.pdf

Sheikh, Y. (2017). Higher Education in India: Challenges and Opportunities. Journal of Education and Practice, 8(1), 29-42. Retrieved from https://files.eric.ed.gov/fulltext/EJ1131773.pdf

Singh, H., & Dey, A. K. (2020). Listen to my story: contribution of patients to their healthcare through effective communication with doctors. Health Services Management Research. https:// doi.org/10.1177/0951484820952308

Smith, J., Bekker, H., Cheater, F. (2011). Theoretical versus pragmatic design challenges in qualitative research. Nurse Researcher, 18(2), 39–51.

Soni, N., & Patel, T. (2014). Quality Teaching & Higher Education System in India. International Journal of Scientific and Research Publications, 4(1), 1-4. Retrieved from https://www.ijsrp.org/research-paper-0114/ijsrp-p25109.pdf

Sunil Kumar Saroha, &Uttam Anand (2020). New instruction procedure 2020 Highlights: To see huge movements in schools and advanced edification. IOSR Journal of Humanities and Social Science (IOSR JHSS), 25 (8), 59-62.

Suryavanshi, S. (2020). Reflections from a Comparative Study for Reimagining Indian Universities. UNIVERSITY NEWS, 58 (33), 96-102.

Verma, H., & Kumar, A. (2021). New Education Policy 2020 of India: A Theoretical Analysis. International Journal of Business and Management Research, 9 (3), 302-306. doi:10.37391/ IJBMR.090308.

Signature of Supervisor **Signature of Research Scholar**